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DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS

NEW MEXICO STATE UNIVERSITY

edited by

EVERETT D. EDINGTON and PHILLIP HOCKER

August 18 - August 22, 1969

University of New Mexico
Albuquerque, New Mexico

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DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS

CONFERENCE PROCEEDINGS

edited by

EVERETT D. EDINGTON and PHILLIP HOCKER

EDUCATIONAL RESOURCES INFORMATION CENTER
CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University
Las Cruces, New Mexico 88001

October 1969

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INTRODUCTION

The major purpose of this institute was to encourage the development of more vocational education programs for the American Indians. In order to accomplish this purpose, persons from those states having sizeable numbers of Indians were invited to attend. Involved were educators from the Federal, state, and local levels, both from the public schools and Bureau of Indian Affairs, business and industry representatives, Indian leaders, and employment personnel. This provided an opportunity for exchange of ideas and was the first time the majority of these people had discussed the problem of providing adequate vocational training programs for the Indians. The different backgrounds of the participants added much to the institute and by taking advantage of these differences we were able to develop more realistic recommendations.

The program was divided into the following four major areas:

1. The occupational training needs of the American Indians;
2. The resources available for providing vocational education for the American Indian;
3. Existing programs developed to provide vocational education for the Indians;
4. Development of plans to more adequately meet the vocational education needs of the American Indians.

This conference report contains a brief summary of each of the presentations given at the workshop as well as the committee reports and the recommendations derived from the institute.

PROGRAM

Monday, August 18

7:45- 8:30 Registration (New Mexico Union Ballroom)

8:30- 9:00 Welcome and introduction of participants (Dr. Everett D. Edington, Director, Educational Resources Information Center, New Mexico State University)

9:00- 9:30 "Socio-economic Status of the Indian in America" (Dr. Anne Smith, Anthropologist)

9:30- 9:50 Discussion

9:50-10:20 "As Indians See Themselves" (Robert Lewis, Governor, Zuni Pueblo)

10:20-10:40 Discussion

10:40-11:10 Break

11:10-11:40 "Indian Education in the BIA" (Henry Wall, Area Director, Education, BIA)

11:40-12:00 Discussion

12:00- 1:30 Lunch

1:30- 2:00 "A Look at Indian Employment" (Arthur Lincoln, Area Employment Assistance Office, BIA)

2:00- 2:50 "The Future in Service and Recreation Employment for Indians" (Joe Herrera, Director, Human Resources Development, Employment Security Commission)

3:10- 3:40 Break

3:40- 4:10 "The Future of Agriculture and Agricultural Education Needed by American Indians" (Domingo Montoya, Chairman, All Indian Pueblo Council)

4:10- 4:30 Discussion

4:30 Dismissal

Tuesday, August 19

7:30- 5:00 Tours of industrial concerns employing and training American Indians.

Wednesday, August 20

8:30- 9:00	"Vocational Amendments for 1968 and Their Relevance for Indians" (Dr. Barbara Kemp, United States Office of Education)
9:00- 9:20	Discussion
9:20- 9:50	"Resources Available for Indian Training--MDTA" (Mel McCutchan, Supervisor, Affirmative Action Division, Sandia Laboratories)
9:50-10:10	Discussion
10:10-11:10	Break
11:10-11:40	"Office of Economic Opportunity Resources Available for Vocational Training for Indians" (Ned Roberts, Director, Indian Community Action Programs, University of New Mexico)
11:40-12:00	Discussion
12:00- 1:00	Lunch
1:00- 1:30	"The Place of Private Industry in Providing Vocational Training for the Indian" (Anthony Purley, Assistant Director, Roswell Adult Employment Training Center)
1:30- 1:50	Discussion
1:50- 2:20	"Resources Available from BIA" (Anselm Davis, Division of Curriculum Development and Review, BIA)
2:20- 2:40	Discussion
2:40- 3:10	"The Use for Tribal Funds for Post High School Education" (John Martin, Scholarship Coordinator, Navajo Tribe)
3:10- 3:30	Discussion
3:30	Dismissal
7:00	Banquet (New Mexico Union Building North Ballroom) Speaker (Dr. William J. Benham, Jr., Assistant Area Director, Education, Navajo Area)

Thursday, August 21

8:30- 9:00	"Vocational Education Program in BIA Schools" (Wilma Victor, Superintendent, Intermountain School, Brigham City, Utah)
9:00- 9:20	Discussion
9:20- 9:50	"A Successful On-The-Job Training Program" (Leslie Cornish, Fairchild Semi-Conductor Plant)
9:50-10:20	Discussion
10:20-11:00	Break
11:00-12:00	Reports on specific on-the-job training programs
12:00- 1:00	Lunch
1:00- 1:30	"The Madera Employment Training Center: Purpose and Evaluation" (Dr. Clodus Smith, Project Director)
1:30- 1:50	Discussion
1:50- 2:30	Break
2:30- 4:30	"What Our State is Doing in Terms of Vocational Education for Indians" (Representatives from the State Department of Education of each participating state)
4:30- 5:00	Discussion
5:00	Dismissal

Friday, August 22

8:30- 9:00	"What Do We Do Now?" (Dr. Everett D. Edington, Director, Educational Resources Information Center, New Mexico State University)
9:00-12:00	Organization and meeting of small group workshops
12:00- 1:00	Lunch
1:00- 3:00	Reports of small group workshops and summary of workshop
3:00	Dismissal

SUMMARIES OF PRESENTATIONS

"Socio-economic Status of the Indian in America"

Dr. Anne Smith, Anthropologist

The Indian standard of living remains low in comparison with the rest of the United States. Medically and economically, American Indians are comparable to some of the underdeveloped African countries. Suicide rates and unemployment are much higher than the rest of the country. Educationally, the American Indian achieves at a very low level. The fault may lie with the educational system and not with the Indian. The value system of our public schools is middle class, Anglo oriented. The broad differences expressed in Indian culture subjects Indians in our public schools to a great deal of discrimination. Part of this degradation is due to the repressive policies which the United States government has historically implemented against the American Indian. Our government tried first to exterminate, then isolate, and finally remake the Indian into a second class Anglo mold. After 350 years of pressure, however, the Indian has still retained much of his cultural identity. The answer to the problem of how to treat the Indian educationally is <u>cultural pluralism</u>. Educators must develop an attitude of respect for and sensitivity to all cultural differences. They must build on the strengths of the Indian culture and they must give Indians control of their own educational destinies.

"As Indians See Themselves"

Robert Lewis, Governor, Zuni Pueblo

Vocationally and educationally, the Zuni people are in a stage of transition. When the Indian people were completely uneducated they had to be closely supervised and had very little self representation. Today the tribe is more capable of representing itself in determining its own needs and solutions. Before, in the educational process, we tried to fit square pegs in round holes, but now we are learning how to shape the pegs. Multiagency planning has been very helpful in developing new programs. The Zuni people are anxious to take advantage of all available programs to educate their people and upgrade them economically. Efforts are presently being made to involve Indians themselves in planning what they want for their future. Parent and community school involvement is highly encouraged. The process of change is slow and cannot be too hurried. We want industry and vocational training for the Zuni people. We will help build the facilities needed to get them. The Indian people have many characteristics that should make them attractive to industry. Why should United States industry send jobs to Hong Kong or Japan when we need jobs right here? We must make our culture, our lands, and our people more attractive to the public and to industry.

"Indian Education in the BIA"

Henry Wall, Area Director,
Education, BIA

What do American Indians generally want for themselves and their children in the way of an education? (1) The opportunity to go as far in school as their ability, interest, and effort will allow them. (2) At the earliest possible time, parity with non-Indians in educational attainment both in terms of years and quality of their educational experience. (3) Full involvement of themselves and their communities in control of their children's schools.

There are certain constraints that complicate the Indian reaching these goals. (1) Indian children must learn English as a second language in order to be successful in school and in life in the United States. (2) Many Indian children have grown up in geographic and dominant culture isolation. Many have never had the experiences which middle class non-Indian children take for granted. (3) To bridge two cultures, the Indian must be helped to understand cultural interrelationships. He also must be taught pride in his own cultural origins. (4) Indian people have not had an effective voice in management of their schools.

The BIA has programs which are focused on these problems of the Indian educational system. Project TRIBE (Tribal Responsibility in Better Education) is one in which the tribe under a contract with the BIA assumes full responsibility for its schools while the Federal government provides the funds. There will probably be many of these programs in the next few years.

Another project is the National Indian Education Advising Committee which counsels the commissioner and assistant commissioner of education concerning the interests and wishes of the American Indian people. The success of the Head Start programs has also been hailed as a very positive step in the right direction. The BIA has opened kindergartens which in the next few years may be made available to nearly all Indian communities. There needs to be a closer relationship in the school curriculum between what is being taught and what is to be encountered in the world outside the schoolroom. The curriculum must be concept oriented to develop the thinking process. The academic track should never lose its emphasis or importance even in vocational-technical training.

(Mr. Wall then reviewed some of the federally funded programs available to the various Indian groups.)

"A Look at Indian Employment"

Arthur Lincoln
Area Employment Assistance Office, BIA

There are some basic, common problems associated with Indian employment. First of these problems is where the Indians live. Second is the locations that are considered within daily commutor distance from the reservation to job location. Third is the locations within the state where there are job opportunities. Fourth, there are some people who have to travel to job locations that are outside the state. Next we need to consider what it takes to get employment as it relates to job opportunities. What is the education level of the people who are seeking jobs? What are their abilities and skills? Will those people be able to provide transportation for themselves to get to their work? Can public transportation be provided so that we don't have to eliminate the entire Indian reservation population as not available to work?

The unemployment rate in the northern pueblos is 46 percent. In the southern pueblos 40 percent are unemployed. A comparison can be made between employment opportunities in two different pueblos. One of these pueblos, the Acoma, does not have an industrial affiliation; it has a total of thirty-nine people who are employed. The other pueblo, the Laguna, does have industry and has a total of two hundred and thirty people who are employed. This points out the economic advantage of having industry on the reservation. Wages are very important in determining whether or not employment is

economically feasible. The employee must be paid enough to live within reasonable standards. Pay that makes this possible on the reservation may not be high enough to live by the same standards off the reservation.

"The Future in Service and Recreation Employment for Indians"

Joe Herrera, Director,
Human Resources Development, Employment Security Commission

The Human Resources Development Program utilizes the traditional structure of the employment services of New Mexico. Allocation of staff and funding was made on the basis of the number of Indian people in the area. The program was designed to help make Indians more employable and to provide employment opportunities for Indians. This program is affiliated with a number of other social agencies in this area (Concentrated Employment Program, U.S. Department of Labor, U.S. Department of Health, Education and Welfare, and others). Indian people were used to help design the original goals and objectives. Mobile teams go out on the reservations to set up headquarters and make contact with eligible people. The program attempts to keep the Indians notified of job availability and training opportunities.

Meetings with various industries have made some positive progress. The Cochiti Pueblo story reflects some of the potentials of this program. After two and one half years of deliberation, construction will begin this October on a dam for the new Cochiti Lake and a new electronics industry on the reservation. Both of these projects will employ Indian labor. It took a great deal of effort to locate industries whose philosophies of operation somewhat paralleled that of the Indian people. The lake will provide both recreation and vocational opportunities for individuals in the Cochiti Pueblo. Some other things that industries need to consider when they employ Indian labor or

contract with Indian tribes are Indian holidays and ceremonial days, ecology of people, and tribal leadership.

"Vocational Amendments for 1968 and Their Relevance for Indians"

Dr. Barbara Kemp, United States Office of Education

There is a commonality of problems to all low income/low education peoples living in isolation. A Jewish Community in New York City and a WASP Community in Appalachia both have educational and employment problems which are similar to those of the American Indian population. The Federal Government has provided for programs which may be applicable to these cases.

Vocational education is the earliest government funded educational area with exception of the Land Grant College Act of 1862. Federal vocational education was started in 1917 to train people in agriculture. Other Federal assistance programs were enacted historically whenever a national emergency affecting certain critical vocational areas was thought to exist. In 1963, the direction in which this Federal aid was flowing shifted in emphasis from specific vocational areas to helping people in general vocational development. This 1963 act was an effort to make vocational education available to all United States citizens. Five years later, the 1968 evaluation of the use of the 1963 act indicated that it was not being fully implemented. Although the money available was limited, it was provided on a 50-50 matching basis to be spent on secondary education and post secondary education, adult education, and also for persons who have academic, socio-economic, and other handicaps which prevent them from succeeding in a regular vocational education program. Because this act does not permit the matching of Federal money with

other Federal money, the BIA cannot directly make use of the matching funds available. After the 1968 evaluation was made, vocational education amendments were passed which may be directly applicable to the American Indian population. Those people with special educational handicaps will have special attention. A recent educational package was passed which provides $360,000,000 in 50-50 matching funds. For 1969-70 another $40,000,000 of 20 percent money was authorized for the disadvantaged. None of this money has yet been used.

Congress has made provisions for national and state advisory councils to provide supervision and assistance in the handling of these monies. Federal funding may be approved for research and training, exemplary programs, residential schools, cooperative vocational education, home economics, and work study programs.

"Resources Available for Indian Training--MDTA"

Mel McCutchan, Supervisor,
Affirmative Action Division, Sandia Laboratories

Two types of vocational training programs are available. There are programs that are immediate in nature and there are those that are long-ranged in nature. Eventually we hope the long-ranged programs are all that is necessary. Now there is a concentration on immediacy. There are twenty-two universities and branch colleges in New Mexico that offer to teach skills in non-professional areas. These schools cannot provide the latest sophisticated equipment necessary to fully train skilled workers. We would be more effective if we had fewer of these schools and provided them with better, more modern equipment. The Cooperative Area Manpower Planning System was established by the Federal Government to review and coordinate area vocational education programs. A few of the Manpower Development and Training Act (MDTA) programs which have been established on Indian reservations are for saw mill operators, sheep shearers, electronics technicians, house builders, waitresses, clerk stenographers, coil winders, and solderers. In addition to these institutionalized programs, there are forty to fifty apprenticeable crafts available to Indians on the Navajo reservation at this time. These on-the-job training (O.J.T.) type programs may be the most promising as evidenced by the success thus far at the Fairchild Plant at Shiprock, New Mexico. There is definite evidence to support the idea that length of education may not be too important for successful O.J.T. if Indian supervisors who speak the Indian language are used. There are certain problem areas that need to be worked on in developing

vocational programs for Indians. We need to employ more male Indians who have been largely left out of the vocational picture. We need to lengthen training programs to include upward mobility and management training. We need to anticipate and make allowances for the mobility of youth. We need to handle the problems of the disadvantaged in relation to the trainee's changing environment. We need to concentrate on job development in order to have a reasonable expectation of employment after training.

Two possible avenues of approaching these problem areas might be development of modern cities on the reservations in which all types of employment would be available and bringing more industry to the reservations to provide more job opportunities and a higher standard of living.

"Office of Economic Opportunity Resources
Available for Vocational Training for Indians"

Ned Roberts, Director,
Indian Community Action Programs, University of New Mexico

How are we going to apply the massive employment training programs proposed by the Nixon administration to the problems of the American Indian? Because of the shift in emphasis of the new administration and the present reorganization of existing programs, we are about to see several changes in Office of Economic Opportunity (OEO) programs. OEO was originally developed as an incubation and innovation agency for programs designed to be operated by other established organizations. This year OEO will be reorganized to concentrate in three areas. These areas are Planning, Research and Evaluation; Program Development, and Program Operations. At the present time, all programs which are being funded for less than $250,000 may be eliminated. There is also a good possibility that non-Indian community action programs may be abolished. There will continue to be money available for new program development, but this money will be on a much more highly competitive basis. New Mexico has not been very competitive up to now. There will be less emphasis in the future on a large population and more emphasis on innovative proposals as a basis for proposal approval. Those that are practical, innovative, and received first will get the most favorable attention. In funding a program, 80 percent of the federal money will go through the state to the local agencies and 20 percent will remain in federal hands. Local agencies should plan now and submit proposals as soon as possible because they

will be considered on a first come first served basis. The final answer for the Indian problem may be some sort of subsidized system.

"The Place of Private Industry in Providing
Vocational Training for the Indian"

Anthony Purley, Assistant Director,
Roswell Adult Employment Training Center

Thiokol Chemical Corporation is one of several industries throughout the country who are working with Indian people in development of employment training centers. Indian people were fully involved in the planning of the Roswell center. The Roswell Adult Employment Training Center has the following basic philosophy of operation. Each Indian student is accepted as an individual with differences. He is important. His ability to develop to his full potential is his only limiting factor. Students are treated with dignity. They are given a feeling of success in their job. The program is based on increased involvement and training to think, not just memorize procedure. Students are taught that they are responsible for thier own behavior. Some of the objectives of the program are to bring the Indian students to an entry level of employment, to enable them to function socially, emotionally, and economically in any environment and to enable the students to feel good about themselves. Feedback from employers is very important in evaluating the program. The concept of total educational involvement is applied to 75 families within the 225 students in attendance. The ages range at the present from 18 to 52. From 49 to 51 tribes are represented at the center. The staff is composed of support services, teachers, vocational instructors, couselors, and maintenance crew. The two main areas of instruction are basic education which includes math, communicative

arts and personal development, and vocational areas including food processing, automotive and government services. Program materials have been adapted to fit the "non-educable" type of students at the center. There has been an effort to eliminate from the curriculum all but the essential information that the student has to know to do an effective job. Emphasis in on what is practical. The fact that the students are Indians is not stressed, rather the fact that each is an individual. All of the administration is directly involved in classroom work. T-groups are used each day to get total involvement and feedback from students, teachers, couselors, and administration. There are also programs for solo parents, avocations, child care center, police force, placement services, and a halfway house.

"Resources Available from BIA"

Anselm Davis
Division of Curriculum Development and Review, BIA

Indians today are entitled to the same educational services as other residents of their states. Unusual circumstances of some Indian groups require special attention to provide equal advantage with others. The basic aim of the BIA is to provide this necessary special attention in the widest possible choice of option for self determination. The Bureau attempts to meet the needs of those Indians who want to remain in their reservation communities as well as those who wish to move to urban centers. The following programs are representative of the types of vocational education provided for Indians by the BIA.

A diverse, two year trade-technical, vocational and business training program is offered at Haskell Institute in Lawrence, Kansas. An art related vocational program is offered at the Institute of American Indian Arts at Santa Fe, New Mexico. The new Albuquerque Indian Vocational-Technical School (under construction) will seek to prepare young Indians for living and working in a technically oriented society. It will be open in the fall of 1971 and will be designed as a Technical Junior College.

Additional vocational training services are available to Indians through the Bureau's Office of Community Service, Division of Employment Assistance. Approximately 1,220 courses in more than 450 schools in 30 states may be utilized in 2 or 3 year programs.

Adult vocational training was enhanced in 1966 when Radio Corporation of America (RCA) contracted to establish a residential training center on the Choctaw reservation near Philadelphia, Mississippi. Early success with this program led the BIA to establish two other similar programs. The Madera Employment Training Center was contracted with the Philco-Ford Corporation at Madera, California, and the Roswell Adult Employment Training Center, contracted with the Thiokol Chemical Corporation was established at Roswell, New Mexico. This September, a new Employment Training Center will be opened at Bismark, North Dakota, for Indians from the northern Plains States.

To encourage industrial development on and around reservations, the Bureau in 1957 established a Branch of Industrial Development. In 1962 this branch was expanded to include commercial tourism and recreation development. The Bureau is very optimistic about future employment prospects in reservation areas as a result of the influx of industry.

The Job Corps Center operated by the BIA at Fort Simcoe, White Swan, Washington, provides another source for vocational training to Indians between the ages of 16 and 21. Other agencies which have vocational training programs available to Indians are the Area Redevelopment Administration of the Department of Commerce, the Manpower Development Training Act, and state vocational and rehabilitation agencies. The Division of Indian Health, United States Public Health Service, also is affiliated with practical nurses training, dental assistant training, and training of medical record technicians.

The afore mentioned programs have had a significant impact on reducing unemployment and poverty. However, we are still confronted with 50,000 Indian wage earners who are either unemployed or grossly underemployed.

While not long ago these problems were the exclusive domain of the BIA, now other Federal agencies are providing service for all disadvantaged people. State and local governments and non-governmental agencies are recognizing that Indian problems are not unrelated to other community problems and that Indians should be included in all future planning. We must all work cooperatively to urge Indian people to take part in activities that transcend their tribal life to become, in addition to being tribal members, a part of the non-Indian community. Educators must direct their attention to the attitude and value formations beginning with youngsters in the first grade and continuing through their education. We must urge them to look beyond the immediate horizon.

"The Use for Tribal Funds for Post High School Education"

John Martin
Scholarship Coordinator, Navajo Tribe

The Navajo tribal fund for post high school education is aimed primarily toward college training. It is presently in some financial difficulty in providing scholarships to eligible Navajo students. The program is over 15 years old and has grown since its inception with 35 students to the present funding of 500 college students. 4,176 Navajo young people have been assisted in their post high school training by this fund. Out of 1,500 high school graduates last year, only 200 received college assistance grants from the tribal fund. The remaining 300 of the 500 available grants were renewals of grants to students already in college. The BIA employment assistance program provides grants for 200 additional students each year. But 400 grants for 1,500 graduates is not nearly enough to fill the need. The Navajo Community College will hopefully pick up some of this slack in its planned vocational-technical program. The tribal scholarship fund is based on a $10,000,000 trust fund set aside for scholarships by the Navajo Tribal Council. Approximately $500,000 in interest is received from this fund annually for use as scholarships. These scholarships average about $1,000 each. In order to qualify for a scholarship, the student must be a Navajo, graduating in the upper 50 percent of his high school class, scoring at a specified level on the ACT. It is hopeful that the tribal council will make an additional $5,000,000 appropriation to add to the trust fund.

There is a definite need for help for deserving students in applying for and filling out forms for various types of financial assistance.

College two year terminal programs have not been very satisfactory in preparing Navajo students probably because they require too many "extra" subjects like biology, English, history, and not enough of the basic laboratory or shop work. For students who are interested in vocational training the employment assistance programs of the BIA have been more effective.

Banquet Address

Dr. William J. Benham, Jr.
Assistant Area Director, Education, Navajo Area

This presentation will deal with the "role of a school or state department in planning and implementing programs that provide for the teaching of Indian background, culture and contributions." The school and state department should provide leadership in this direction. There should be much attention to Indian people, their culture, their history, and in some instances their language. There have been three forces which have prevented this kind of program in the past. These forces are the attitude of Anglo-Saxon supremacy, the colonial policies of the United States Government, and the popular notion of America as the melting pot of the world. The idea of white supremacy, if it has not already exploded, is presently exploding in our faces. The colonial policy regarding the American Indian made a complete turn about in 1928. The melting pot theory just never happened. America is a multicultural society. Therefore the climate for initiating a program teaching the Indian culture seems to be good. If we in education are to fulfill our role as cultural mediators it is vital to be knowledgable in the cultural values of the students that we are endeavoring to serve. We must also be aware of the outcropping of our own culture that we carry around with us. "Most white people in the United States share ideas and practices about proper behavior that are very different from those shown by most Indians." Politeness, non-imposition of one's own values on someone

else, and not using others for examples, may be valuable teaching aids in orienting instructors of Indian people. In Indian culture, the right of the individual is recognized from early childhood. Praise is not given to an individual who is merely doing his job or what he is expected to do. There also seems to be an ability that Indians possess to do micrographic type work.

Indians have a rich past that has been replete with contributions to the world. "While Europe was floundering in the darkness of the Middle Ages, across the wide expanses of the fearsome Atlantic Ocean flourished a civilization equal to the Golden Age of Greece, of Mighty Tarsus, and of Imperial Rome." We need to magnify the rich heritage that American Indians enjoy. We need to more fully utilize the first language in our school programs here in the Southwest. This recognition of the first language not only provides a more solid base for anything we might do with English as a second language, but, equally important, along with the recognition of values, cultures, and contributions it will help to give a needed base of self-confidence which makes up the vital self concept which determines all of our learning efforts.

The schools must take the initiative and leadership in planning and developing these programs. This should be reflected in the philosophy of the schools teaching Indian youngsters. If equal opportunities for Indian children is a goal, then special handling is necessary.

"Vocational Education Program in BIA Schools"

Wilma Victor, Superintendent
Intermountain School, Brigham City, Utah

The following are some of the attempts being made at Intermountain School to provide vocational technical training to Navajo students whose median age is 17 (range of ages is from 13 to 23 years). For boys, the offerings are in the areas of auto body and fender repair, cabinet and mill work, painting, welding, upholstery, machine shop, and electrical motor assembly and repair. For girls the areas are all phases of distributive education, day nursery care, pre-nursing, quantity foods, and teacher aides.

The school objective is to prepare students to go one of three directions after graduation--direct employment, post graduate training, or college. No training institution can hope to help Indian students by limiting training to the machines and tools of the trade. At the Intermountain School, vocational training is placed in its proper perspective in the overall education program. The school premise is "to develop the whole student so that he is socially, emotionally, physically, and mentally able to see himself as having a place in the sun, with an unlimited capacity to achieve."

Students are provided with work experiences as soon as possible. Opportunities for work are available with the Student Council, Student Bank, Campus Shops, Neighborhood Youth Corps, Ogden Defense Depot, Hill Air Force Base, part-time work program, and the Upward Bound Program sponsored by Utah State University.

A strong remedial reading program and concentrated oral English practice is conducted through the reading center and language labs. A speech and hearing clinic, social work training, and medical and psychiatric services are also available.

Other auxiliary training programs include volunteer service projects, day care nursery training, practice apartment living, Internal Revenue Service training programs, and summer employment programs.

The following are services which would improve the present Intermountain program.

1. Teachers need to observe industry in order to keep training up to date.
2. More O.J.T. programs are needed to provide direct contact with industry.
3. Industry's evaluation of the school's training program.
4. Training institutes for teachers to modernize their programs.
5. Better facilities and more funding for practical living experiences.
6. Work experience resources need to be enlarged to be more vocationally oriented.
7. Better follow up on graduates for program evaluation purposes.
8. Better public image of occupational training to give it prestige and status.

"A Successful On-The-Job Training Program"

Leslie Cornish
Fairchild Semi-Conductor Plant

Fairchild Corporation was formed in the early 1940's by Sherman Fairchild. They began by manufacturing aerial cameras and have since developed into a large instrument and electronics industry. Fairchild came to Shiprock, New Mexico in 1964 to find a source of good, trainable workers. A pilot plant was established there in 1965. Since that time the Navajo tribe built a new building for the plant on reservation land. At the present, Fairchild employs about 1,200 people at Shiprock. Of these 1,200, 1,050 are women and 150 men. All of these employees with exception of 24 are Indian. There is a payroll of $3,500,000, which, with planned expansions, will increase to $6,000,000 by 1971. Most of this money will go to Navajo employees. The present training program has provided for a good deal of upward mobility. Some trainees have moved up through the line beginning at entry level positions to assistant foremen and foremen positions. Some of the training positions are foreman, assistant foreman, production assistant, mechanic, material handler, supervisor, clerks, and any other position connected with the manufacturing operation. The training program is the key to the future of Shiprock. O.J.T. at Fairchild is supported by contracts with the BIA and the Department of Labor. A tenative plan to increase the job opportunities for men is to expand the positions in the machine shop to 200.

There have been two problem areas in interviewing people for training positions. It is very difficult to pull out background information. The Indian applicants should have already prepared resumes of their experience. Also, they have not been taught the value of being clean in making a good first impression.

Aptitude tests in the desired work areas are given to incoming applicants. Placement is made as a result of these tests. Workers are moved up in the job hierarchy as soon as possible.

Indians are very hard workers. They honor their parents. They put up with no nonsense in their jobs. Alcohol has been a problem. Finding proper housing is also a difficult problem.

Pay scales begin at $1.60 an hour for electronics workers and $1.80 an hour for machinists and range up to $2.95 an hour for the two lead machinists. These scales have increased several times since the plant was opened and are expected to rise again soon.

"The Madera Employment Training Center: Purpose and Evaluation"

Dr. Clodus Smith, Project Director

Children of the uneducated become school dropouts. Poverty tends to produce additional poverty. Low incomes carry with them high risks of illness: limitations in mobility: and limited access to education, occupational information, and training. Without education the less fortunate will not break out of economic bondage. These ideas point out the need for residential training programs for the American Indians. It is the intent of Congress that vocational and technical education programs help bring the disadvantaged into society's mainstream.

The Madera Employment Training Center program has unfortunately been compared to the Job Corps. The following are areas of responsibility uniquely characteristic to BIA residential training programs: (1) preparation of those used to the austerity of reservations for work and life in a metropolitan area; (2) coeducational residential programs; (3) trainees are completely the responsibility of the government; (4) responsibility for family units (which requires provision for day-care centers, family life training, avocation and recreation planning, and more complex housing arrangements).

For evaluative purposes, the BIA not only has an on site representative, but has also employed the independent services of the Teamwork Foundation and Professional Associates, Incorporated. Determining correlation between program operation and procedures with contractual agreement, observing the nature and quality of the program, indicating

potential improvements, and preparing constructive recommendations were the objectives of this professional evaluation. The following are the areas studied to check the attainment of the above objectives: reception and orientation of trainees to the program, testing and scheduling, medical and dental services, training program compenents, family training, counseling and guidance, morale, organization, operation and maintenance, security, work experience programs, and the staffing pattern and its training program.

In addition to other evaluations, a full time on site evaluation monitored and reported daily events.

The purpose of this presentation was to focus upon technique and procedures, rather than findings and recommendations, for improvement of Madera Employment Training Center.

COMMITTEE REPORTS

Indian Committee

I. General Discussion

A. Specific factors that need to be considered in developing Vocational Education Programs

1. Basic Premise - Academic and vocational education is not adequate, and not on the same level of attainment as the general American population. Every effort should be made to equalize opportunities.

2. Environmental aspects

a. legal status

b. economic aspects

c. emotional esoteric ties

d. isolation

B. Attitudes

1. Non-Indian frontier attitudes, lack of communication

2. Indians

3. Failure oriented with ambivalent feeling of superiority

C. Religious difference

1. Basic values here are the same except for approach and concept of diety.

D. Racial

1. Color

2. Language

E. Schools away from community

F. Judicial system

G. Physical aspects

1. Impact of change of environment

2. Peer relationships

3. Resistance to change

4. Tribalism

5. Identification of emotional needs in communities

II. Recommendations

A. More involvement of Indians in the determination of vocational needs, curriculum development, and school policies including school philosophies.

B. Involve teacher-training institutions in better teacher training efforts. Include areas of social skills, para-professional, and decision making positions.

C. Teacher retraining. Involvement of non-Indians in structured ways to sensitize them to Indian culture (RE: to facilitate communication and life-ways: better or more positive understanding).

D. Immediate cooperation of local, state, and Federal agencies with Indian people in planning of new vocational approaches, and changing present ones to better meet present needs.

E. Encourage more Indian initiative and participation.

F. More involvement of industry in vocational education and determination of needs.

1. Evaluation of programs

2. Teachers see industry in operation

G. More relevant academic and vocational instruction, and including and emphasizing male vocational counseling.

H. Vocational education must begin from elementary levels and continue throughout every school level. (See page 37)

I. Better and earlier recognition of physical disabilities.

J. Provide information concerning vocational programs that are available in all agencies.

K. More on-the-job training and direct contact with industry that would include city living experiences and budgeting.

L. More and better evaluation and follow-up of present and future programs.

M. Federal and state agencies should not restrict Indians to training and placement in lower levels of employment, but should give them every opportunity to participate on all levels.

N. Adequate financial sources should be sought to provide funds for clothing and other basic needs--determined on demonstrated level.

A Plan for Pre-Vocational Orientation and a Developmental Approach to VTA

I. Pre-School

A. Handwork and workroom exposure

B. Occupational role playing

II. Elementary

A. Occupational role playing

B. Exposure to specific tools

C. Kit assembly

D. Short tours through VTA schools and industries

III. Junior High

A. Occupational courses and/or units in traditional courses

B. Vocational and technical training (woodwork, machine shop, etc.)

C. School day VTA and industry tours

D. Parent orientation meetings

IV. High School

A. Occupations courses (emphasis on availability of post-high school training and scholarships)

B. Advanced vocational and technical training

C. School week and/or week-end tours of VTA schools and industries.

D. Job placement (including O.J.T. and apprenticeships)

E. Parent orientation meetings (especially with VTA school representatives, union representatives, etc.)

V. Post-High School

A. Concentrated pre-training orientation (social and job skills and attitudes)

B. Specific training programs in VTA schools and junior colleges

C. Job placement

D. Placement in O.J.T. and apprenticeship training

The preceding requires realistic and knowledgeable counseling beginning in the elementary school and continuing throught post-high school.

Business and Industry Committee

I. Improved communication between industry and schools in order to:

A. Set up advisory committees with industries, labor, and Indian representatives.

B. Co-op program for teacher education.

C. Teacher (to up-grade himself) should work in industry and should, in co-operation with either the University or State Accrediting Department, receive credit for applicable work experience.

D. Insure that training methods are revised, realigned, and streamlimed to better equip the applicant for a job.

E. Plan programs aimed at training Indian people that are consistent with other existing training programs to insure the trainee is equipped to do the work industry requires.

F. Make sure that in the training emphasis is put upon the basic fundamentals of math and English.

G. That the school be aware of the importance of a prepared resume and training in how to get a job.

II. Responsibilities of industry shall be:

A. Provide in-the-house training and retraining programs for upward mobility.

B. To make certain that management and supervisory positions are available to Indian people.

C. To establish and maintain good communication and relations with representatives of labor to create more job opportunities in skilled trades.

D. To determine that age requirements for entry-level jobs be realistic with job requirement.

E. To provide effective supervision to maintain a personal interest in each employee.

Local Educational Agencies Committee

1. Point: Indians fail because of lack of social skills.

   We recommend that vocational technical training be emphasized simultaneously with related skills to obtain a job, to keep a job, and to function in the community. This might be a shared responsibility.

2. Point: Where should occupational training be offered?

   Dignity of all fields of work should be taught at all levels from the beginning of school experiences.

   Acceptable positive attitudes toward the world of work should be cultivated in all children at an early age.

   School people should be given an orientation to the world of work.

3. Point: What methods of selection and training of employees?

   Every means feasible in selection.

   Standardized aptitude tests should be used only as an indicator until such time as such tests are normalized for the group.

   In the selection process, pertinent physical data and the expressed interests of the person are important.

4. Point: Is there a special group of characteristics referring to Indians?

   No specific recommendations because the group thinks these characteristics are found in other groups and in the general population.

5. Point: How can vocational-technical education be strengthened?

   a. Take a realistic reappraisal of funding and how to tie it together. We need to have all agencies (including industry) involved working together. We recommend that state, regional, Federal and local plans be made, coordinated, and publicized to assure this on reservations and otherwise.

b. Promote and "sell" vocational education to the general public (including teachers) in regard to the vital role it plays in the community. This is only one aspect of strengthening the programs. The public must be conditioned to pay the tab for progress.

6. Point: The group recommends that vocational training be brought back into proper focus by the BIA on the high school level.

7. Point: <u>What should be done in teacher education?</u>

a. What do we teach the person who will remain on the reservation and in the home?

1.) Industrial and business exchange

2.) Internship in Indian schools

3.) Curriculum development and broader orientation

4.) General teacher training classes to include industrial arts and vocational education.

State and Federal Agencies Committee

1. That extensive and intensive in-service training courses be conducted for all teachers of Indian students.

2. That Johnson O'Malley funds be ear-marked for vocational education in a direct proportion to the college-bound student allotment in any school district.

3. Every state which has a significant Indian population should have American Indians represented on the State Vocational Advisory Council.

4. That pre-vocational training K through 12 be provided in every BIA school, with special emphasis on specific training in grades 7 through 12.

5. That state certification of vocational training be established and maintained by BIA schools.

6. That a realistic appraisal of curriculum needs and adjustments be made to meet the needs of the majority of Indian students in relation to their entering into the world of work.

7. That Vocational Education, in cooperation with other Federal funding agencies, such as Vocational Rehabilitation, BIA, MDTA, Adult Basic Education, etc., should sponsor and operate job skill centers throughout the state, for undereducated and underemployed adults. Such centers will offer occupational counseling, basic education, remedial education, skill training, job placement, and retraining, and give individual service to every person requiring such assistance. Private agencies, such as Indian Associations, should be involved in recruiting, staffing, and servicing these centers.

8. That coordination between State Division of Vocational Education in State Departments of Education be established to provide for a more comprehensive vocational education program.

9. That vocational education officials communicate with industry in an effort to eliminate the complexities presented by application, interviews, and testing of potential workers.

10. That adequate manpower funds be made available for adult education for Indians in both reservation and urban areas.

11. That Congress by urged to act on appropriations of vocational education funds by July 30 in order that programs may be developed and staffed at an early date in the fiscal year.

CONCLUSIONS AND RECOMMENDATIONS FROM THE WORKSHOP

There were two conclusions made from the workshop. The first was that not all Indians have the same problems in relation to vocational education. The characteristics of the Indian people differ in the different regions of the country, which would make it necessary that vocational education programs for the Indians be developed at the regional, state, and local levels rather than national. The problems of the urban Indians seem to differ significantly from those living on reservations in predominantly rural areas. These young people have been assimilated into the on-going culture much more readily than others.

The second major conclusion was that, generally, vocational education programs have not been adequate to meet the training needs of the American Indian in both rural and urban areas. This is true of those programs conducted by high schools, public schools, BIA, and other agencies. This does not mean that the programs conducted by these agencies were not successful, but in the majority of cases there were too few vocational education programs to meet the needs of the Indian people.

The recommendations were as follows:

1. That planning for implementation for vocational and technical education programs for the American Indian take place on the regional, state, and local levels, and that specific programs be developed, either for training of the American Indian or for the recruitment of the American Indian into existing programs in vocational education.

2. Such training and recruitment programs should recognize the cultural differences as well as the occupational

needs of the Indian people. It is important to know how to obtain and keep a job as well as the skills necessary to perform the operation.

3. That extensive in-service training courses be conducted for all persons who will be teaching Indian pupils. This should be done at both the pre-service and in-service levels. It should be emphasized, however, that the training for cultural differences alone is not adequate, and that definite occupational skills must be developed before the Indian can obtain and hold a job.

4. The Johnson O'Malley funds going to local school districts be ear-marked for vocational education in direct proportion to the number of students who are not college-bound in that particular school district.

5. Every state with a significant Indian population should have an American Indian representative on the State Vocational Education Advisory Council.

6. Vocational education should be an integral part of the school system enrolling large numbers of Indians. It should have pre-vocational type K through 6, with more specific training being initiated from grade 7 through 12. All BIA, as well as public schools, should make vocational training available to the Indian students.

7. Certification for vocational teachers would be established and maintained by BIA schools. This should be patterned after those states in which the BIA schools are located.

8. Vocational education in the state, in cooperation with Federal funding agencies such as the BIA and MDTA, should sponsor and operate job skill centers for the undereducated and underemployed adult Indians. Such centers should offer counseling, basic education, remedial education, skill training, and job placement, as well as retraining for those persons whose jobs have become obsolete. Private agencies, such as the Indian Associations, should be involved in the recruitment, staffing, and servicing of these centers.

9. Coordination should be maintained between the State Directors of Vocational Education and the State Department of Education, BIA schools in the state, and the state supervisors of Indian Education in the State Departments of Education to provide for a more comprehensive vocational education program for the Indians.

10. Business and Industry should provide the following:

    A. In-house training programs at the ability levels of the American Indian.

    B. Make certain that management and supervisory positions are available to the Indian people.

    C. Establish and maintain good communications and relations with representatives of labor to create more job opportunities and skilled trades for the Indian.

    D. Determine that requirements for entry level jobs be realistic with what is actually needed to perform the operation of such jobs.

11. More adequate methods of selection for training and employment should be developed in selecting American Indians. Standardized tests should be used only as an indicator until such time such tests are validated for the group.

12. Training and employment opportunities should be developed in many areas for the American Indian. They should include not only industry, but agriculture, recreation and services, and business type opportunities as well. There is a tendency to think that the only opportunities which can be developed for the Indians are those in the industrial type situations.

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